



# Reynella Primary School

## 2021 annual report to the community

Reynella Primary School Number: 0379

Partnership: Panalatinga

Signature

School principal:

Ms Michele Russell

Governing council chair:

Vanessa Darling

Date of endorsement:

14 December 2021



Government  
of South Australia  
Department for Education

## Context and highlights

Reynella Primary School is a state co-educational school located 22km south of the Adelaide CBD. Approximately 24% of our students are school card holders and we are a category 5 level of disadvantage. In 2021 the school started the year with 563 students from Reception to Year 7 in 21 classes. Reynella PS has had a challenging and interesting year, again complicated by the COVID-19 pandemic. Despite the restrictions and lockdowns, staff made every effort to ensure that our students had access to rigorous learning opportunities that provided stretch and challenge for all.

This year saw us welcome some new faces to our teaching staff throughout the year; Jess Dolan, Paul Smith, Megan Condous, Georgia Frangoulis and Silvi Badgery-Parker. Sarah Bradbury went on maternity leave towards the end of term 3, Matt Simmons took on her deputy role and we welcomed Richard Kemp as Senior Leader; Data and Learning Improvement.

It was great to see our secure fence finally being erected at the beginning of term 2. This has enabled us to rejuvenate the garden spaces in and around the Kaurna building and in front of our ATSI mural.

Teachers designed cross-curriculum units of learning to be exhibited at our whole-school STEM showcase in term 3; Innovative Infrastructure. Collaborating with the Senior Leader, teams used a design thinking approach to plan an engaging project-based learning experience based on a provocation. As students engaged with their inquiry throughout terms 2 and 3, high levels of critical and creative thinking were on display. All of these engaging projects acted to engage students in rich, authentic mathematical experiences. Hundreds of families attended our showcase in term 3.

Writing continues to be a focus at RPS and this year we funded whole school participation in the Little Scribes Mini Writing Festival; an interactive live writing festival with 15 Aussie authors presenting workshops to develop writing skills. This was reinforced further with a whole school writing competition. Students were recognised at a class level, year level and overall levels of schooling. This last category was judged by Andrew Daddo.

This year saw the introduction of Children's University; an innovative program that engages children in exciting, out-of-school learning opportunities to increase their chances for educational achievement and rewards them for taking responsibility for their own learning. In term 4 we celebrated as 30 of our students graduated with over 30 hours of out of hours learning to their credit at a formal ceremony held at Bonython Hall.

Sadly this year saw us farewell our wonderful Pastoral Care Worker Julie Mullins, who is yet to be replaced.

## Governing council report

2021 was another challenging year for all and as usual the staff at Reynella Primary School met the challenge with the professionalism, resilience and finesse that we have grown accustomed to from our leadership team, our teachers and our support staff.

Much of what our staff do over the year goes by without recognition. On behalf of the Reynella Primary School Governing Council Members I would like to thank Michele, Matt, Sarah, Fiona and Richard for their roles as the school leadership team in 2021.

Thank you to our Admin and Finance staff for making the everyday running of the school as smooth as possible. Thank you to our teachers and SSOs for delivering quality education to our children, for being more than just their teachers, for turning up every day for our children. And thank you to Mikal for his continued effort in maintaining our grounds and rescuing footballs from roofs.

Behind the school's achievements there is also a number of extraordinary parents and volunteers who contribute to the school not only through membership of its Council and its committees, but by volunteering their time (when restrictions allow) and experience to everything from classroom reading, helping in the canteen, cooking barbecues and baking cakes, volunteering time to the LAP program, coordinating and coaching after school sports, the list goes on. To all of you, I am proud to say thank you on behalf of the whole school and encourage you to continue your effort and motivate others to share the experience.

As we are all aware there is a considerable amount of work that goes into the running of a school and the Governing Council is a small but important element of this. We provide the parent input and feedback to assist with the direction of the school and to monitor progress to enable the school to strengthen the performance and the achievements of our students. The care and learning needs of the children are of utmost importance in our decision-making.

Thank you to the staff and families for your ongoing support, we look forward to working with you in 2022. Please consider joining our Council, it is a great way to learn more about the school from a different perspective and to be a part of the school community. We would love to have you as a part of our team.

# Quality improvement planning

During our term 1 pupil free day, Putting the 'M' in STEM, teachers reflected on the value of relevancy and authenticity in our approach to Mathematics. Some key principles that were surfaced over the course the day included:

Embedding the Maths curriculum in an authentic and real-world context will promote deeper thinking and engagement. Using science and engineering challenges as a platform for rich, rigorous mathematical problem solving can provide opportunities for deeper conceptual understanding and intellectual stretch.

Relevant and purposeful contexts can be used to engage students in all curriculum areas while developing general capabilities and other essential future skills.

Following this workshop teachers worked collaboratively to design learning leading up to our STEM showcase.

The objective for teachers was to hold chosen areas of the Maths curriculum at the centre of their learning design, providing increased opportunities for depth and transfer of skills.

**Narrow and Deep – Multiplicative Thinking**

In term 4, a Reynella focus group collaborated with our bi-school partners at Morphett Vale East Primary School to develop and trial a Multiplicative Thinking Continuum. Based largely on the work of Di Siemon, the continuum will allow teachers to track and monitor individuals according to known developmental milestones in this key area of Mathematics. Responding to this data through targeted teaching and learning practices will continue to be a focus in 2022. Our focus group will be responsible for introducing the continuum to staff early next year.

All staff engaged with the newly developed Curriculum Units in Week 0; using a locally developed proforma to collaboratively design learning in year level teams. Teams also used the Scope and Sequences to develop their term and year outlines.

Learning Communities (year level teams) continued in 2021 with the focus for teachers to intentionally track and monitor the progress of their higher band students, and those just below HB. Teachers met twice a term to share progress, strategies and offer each other support and their collective wisdom. All data was entered in to our shared Google Drive to ensure transparency.

Professional Learning Teams again met three times a term to drive their own learning within our SIP.

o THE DIFFERENTIATED CLASSROOM – How can we differentiate to support all learners to achieve successful outcomes?

o OUTSTANDING FORMATIVE ASSESSMENT SPECIALISTS – How do we effectively embed formative assessment in authentic contexts?

o CREATING A CULTURE OF THINKING – How do we create a culture of thinking in our classroom and amongst our students?

o PUTTING THE 'M' IN STEM – How might we integrate STEM into the mathematics curriculum?

o PUTTING THE 'F' IN ASSESSMENT – How can we embed formative assessment in our teaching practice in natural, genuine and purposeful ways?

o LEADING THEIR LEARNING – Which strategies can we best use in our classroom to embed students engaged assessment?

o CREATIVE SCHOOLS – How can we be creative in moving our school forward within the constraints of the system?

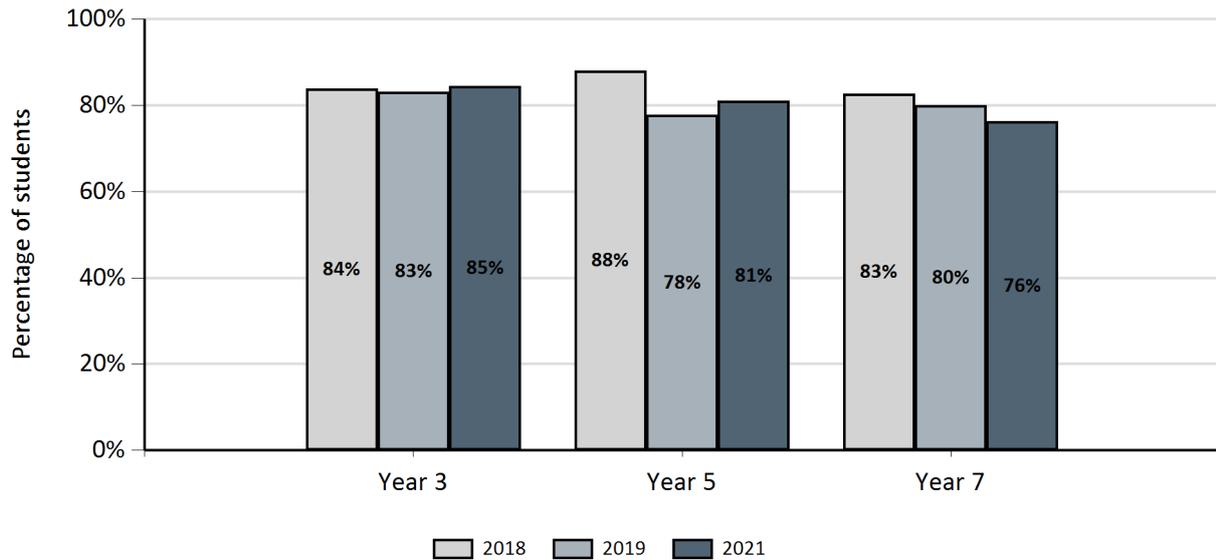
Each team presented the results of their inquiry to the whole staff in term 4 in a formal staff meeting setting.

# Performance Summary

## NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

### Reading

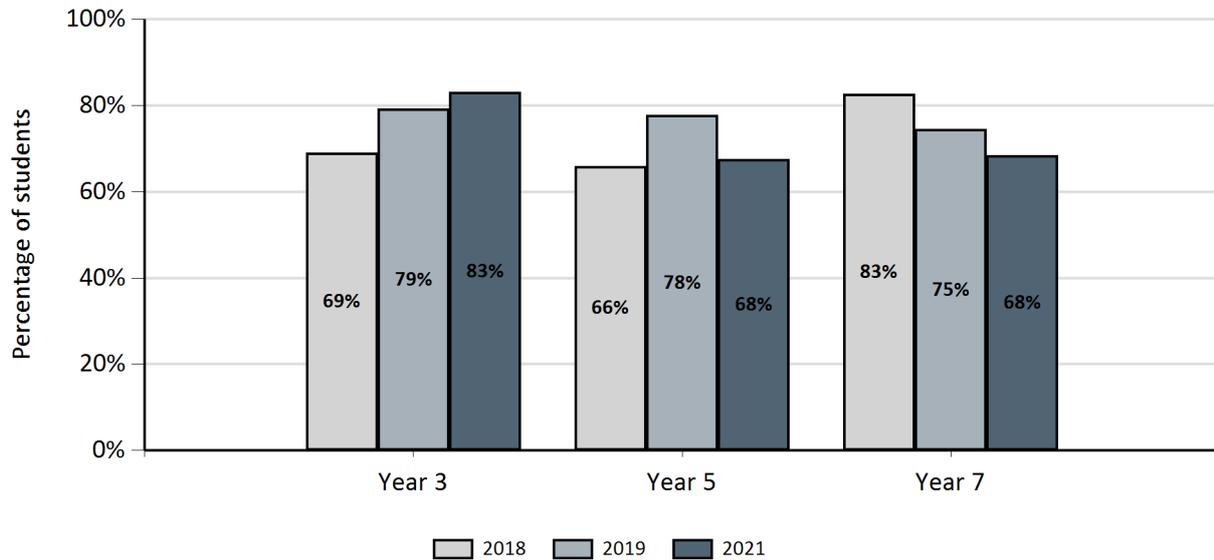


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	34%	23%	33%
Middle progress group	54%	53%	48%
Lower progress group	12%	23%	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	29%	39%	33%
Middle progress group	48%	48%	48%
Lower progress group	24%	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

# NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	71	71	33	19	46%	27%
Year 3 2019-2021 Average	74.0	74.0	33.5	18.5	45%	25%
Year 5 2021	74	74	25	9	34%	12%
Year 5 2019-2021 Average	68.5	68.5	19.0	6.0	28%	9%
Year 7 2021	38	38	3	4	8%	11%
Year 7 2019-2021 Average	46.5	46.5	7.0	6.5	15%	14%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

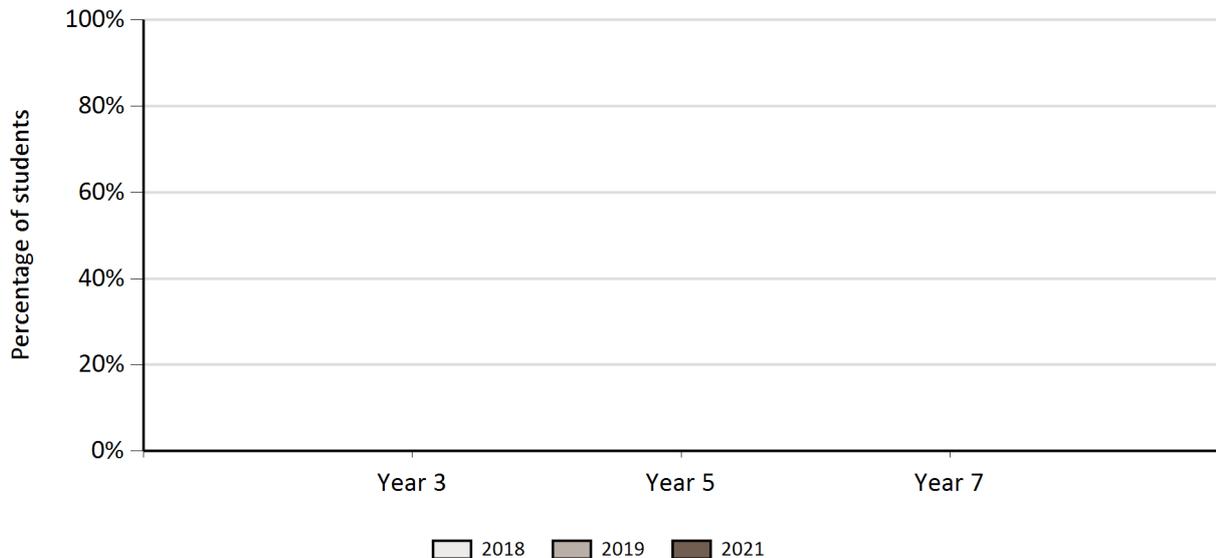
<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

## NAPLAN proficiency - Aboriginal learners

### Reading



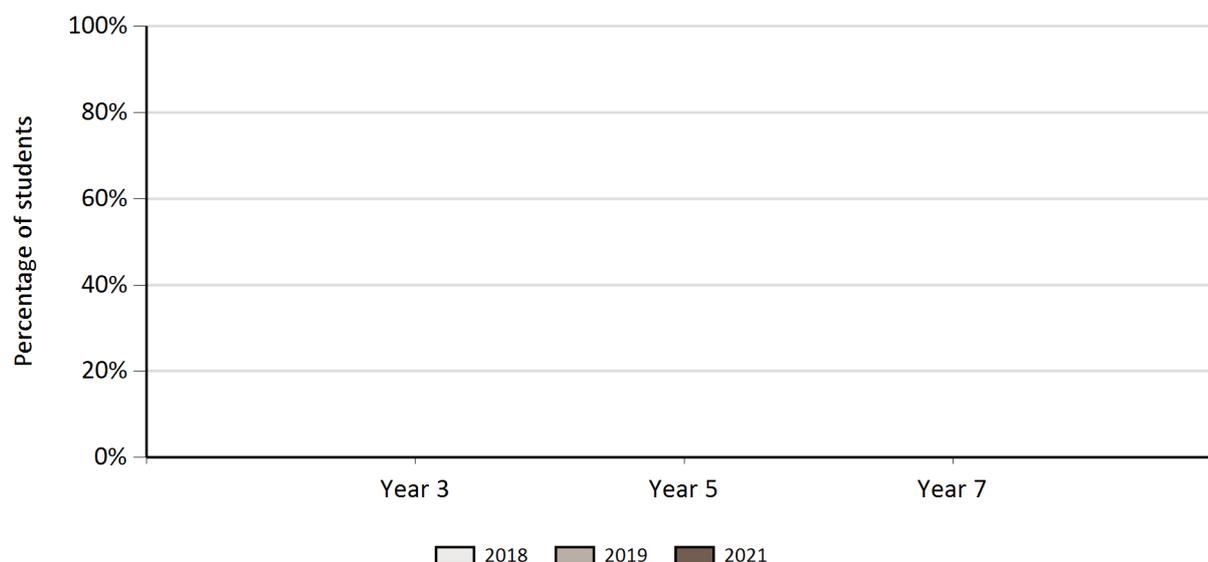
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

# NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2021: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

All Aboriginal students are tracked and monitored through a traffic light system that the ACEO sends out to teachers to check on and keep on top of progress, behaviour and wellbeing of all Aboriginal students weeks 5 and 9 every term. Data is stored centrally and can be accessed by all. Junior primary students received one on one support and small in class group support. The focus was on building their literacy skills by expanding on their sight words by developing each student's vocabulary and fostering a love of reading. Success was regularly communicated by the ACEO to home.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Data was collected by teachers and ACEO to track and monitor student progress in literacy and numeracy. Running Record, WARP and WARL data showed students making progress in Reading. In addition our ATSI students were involved in delivering cultural activities across the school.

# School performance comment

## READING:

Year 3: 46% of students reached the higher bands in 2021 NAPLAN and this is a 2% increase from 2019. In PAT Reading, when comparing year 3 cohorts 2020 to 2021, the percentage of students reaching higher bands was maintained. As there was a greater number of participants, it suggests a higher number of individuals reached the higher bands than the previous year.

Year 5: 33% of students reached the higher bands in 2021 NAPLAN and this is a 13% increase in from 2019. 57.6% of students were retained in the higher bands. In PAT Reading there was a 10% increase in students reaching higher bands when compared to 2020

Year 7: 7% of students reach the higher bands in 2021 NAPLAN. There was a 20% drop in participants from the 2021 year 7 cohort since year 5. Many of these students were identified as higher bands students. 23.1% of students were retained in the higher bands. In PAT Reading 2/3 students maintained their score from 2020 and a further 10% of students increased their bands.

Running Records/Phonics Screening: There has been a steady increase in the percentage of students achieving expected achievement in the year 1 Phonics Screening Check since 2019. In this time, an 8% increase of students achieving benchmark has occurred when comparing Year 1 cohorts. This growth has also been seen when examining Running Records. The year 1 cohort has maintained 80% reaching benchmark while the year 2 cohort has seen a 9% growth in students achieving benchmark in Running Records, now at 88%.

## NUMERACY:

Year 3: 26% of students sitting year 3 NAPLAN 2021 were in the higher bands for Numeracy and this exceeded the SIP Goal of 25% of students. In PAT Mathematics there was a 6% increase from the 2020 year 3 cohort students reaching higher bands.

Year 5: 12% of year 5 students were in the higher bands in NAPLAN and this is an increase of 8% against 2019 cohort data. 33.3% of students were retained in the higher bands. In PAT Mathematics there was a 10% increase on 2020 students reaching the higher bands.

Year 7: 10% of year 7 students reached the higher bands in NAPLAN Numeracy with 33.3% of students being retained in the higher bands. 82% of students remaining maintained or increased their results in PAT Mathematics suggesting that although the cohort has changed, progress continues to increase.

## WRITING:

Year 3: 94% of students demonstrated SEA in Writing. This is an increase of 4% from 2019 and 15% from 2018. 46% of students who sat NAPLAN writing were in the higher bands. In 2019, this figure was 18%, a 28% increase in students reaching the higher bands when comparing year 3 cohorts. We met our target.

Year 5: Only 69% of students met SEA in Writing which is a drop from 2019. The year 5 cohort matched last year's result of 10% of year 5 students reaching higher bands in Writing.

Year 7: 74% of students demonstrated SEA in Writing which is an improvement of 2% from 2019. Consistent increase in number of students reaching the higher bands when comparing year 7 cohorts. 13% more students reach the higher bands in Writing since 2019, including a 10% increase compared to the 2020 year 7 cohort. 20% of students who sat NAPLAN produced writing in the higher bands.

# Attendance

Year level	2018	2019	2020	2021
Reception	92.7%	93.3%	92.2%	93.1%
Year 1	92.8%	93.7%	91.1%	92.1%
Year 2	93.4%	92.5%	93.7%	93.0%
Year 3	91.3%	92.6%	91.4%	93.9%
Year 4	91.9%	91.4%	90.5%	92.6%
Year 5	92.2%	92.8%	91.6%	92.6%
Year 6	91.8%	92.6%	90.9%	91.4%
Year 7	91.5%	91.0%	92.7%	88.9%
Year 8	N/A	100.0%	N/A	N/A
Total	92.3%	92.6%	91.7%	92.4%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

## Attendance comment

Our attendance is at 93% for the year. Attendance has continued to be a focus and where there are concerns, we use frequent communication via SMS, personal correspondence, newsletter articles, messages on our electronic sign, home visits and phone calls. Where this fails to improve attendance concerns, the Department for Education Attendance Counsellor provides further contact with families, attends meetings and provides a case management resource. Our ACEO has been very successful this year in increasing the attendance of our ATSI students and has forged strong relationships with families.

A number of our families have holidays outside of school holidays and in these families we often see them being absent for travel, both interstate and overseas.

## Behaviour support comment

Our Behaviour Education Policy is aligned with Play is the Way with the associated agreements, language, games and restorative practices. This was updated this year to reflect the Department's guidelines. In managing student behaviour, we access the Better Behaviour Unit, Learning Centre and support personnel including outside agencies as appropriate. Time out of the classroom is used when behaviour repeatedly interrupts other's learning. However, our aim is that all students participate within a classroom and are able to make strong decisions during times of difficulty. Parents attend meetings where goals are set, timelines put into place, and on going monitoring is carried out. When necessary, we include Take Home and Suspension, however we recognise that neither of those by themselves create change in behaviour.

## Parent opinion survey summary

129 families responded to the survey this year.

It was clear that a large proportion of our parents are very happy with the school and the learning that their child is receiving. However, communication has been identified as a focus for improvement in 2022. Having to transition to online learning highlighted inconsistencies across the school as to the frequency and or type of communication utilised to share learning. COVID continued to impact on our ability to have face to face interactions with parents and this has proven to be a source of frustration for parents.

The introduction of learning goals across the school has enabled more productive conversations between students and their parents as a large cohort of parents agreed that the school provides useful feedback to their child.

Parents continue to seek more knowledge about how to support their students in their learning. Again, COVID has impacted our ability to run parent information sessions which was our intention early in the year.

Discussions at Governing Council have taken place to seek their input in to addressing the concerns; particularly that of communication and clear expectations will be developed in 2022

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	11	14.5%
QL - LEFT SA FOR QLD	5	6.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	57	75.0%
U - UNKNOWN	1	1.3%
WA - LEFT SA FOR WA	2	2.6%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

All parents who work closely with children are required to have a current Criminal History Screening check or a Working With Children check. This is monitored via a database at school and the school funds this so there is no cost to parents. The Governing Council supported all volunteers having a current clearance despite the government allowance of people to work with their own child without a clearance. It was deemed to be important that we ensure the highest possible protection for our young people.

# Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	59
Post Graduate Qualifications	21

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

## Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.8	29.4	0.9	10.6
Persons	1	36	1	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

## Financial statement

Funding Source	Amount
Grants: State	\$63,681
Grants: Commonwealth	\$4,321,450
Parent Contributions	\$236,390
Fund Raising	\$14,158
Other	\$130,565

Data Source: Education Department School Administration System (EDSAS).

## 2021 School Annual Report: Tier 2 Funding Report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Targeted support program included SSOs supporting children on regularly reviewed and targeted social skill goals as identified through students' One Plan. "What's the Buzz?" Social Skills Program facilitated.	Behaviour management data indicates significant improvement of targeted students
	Improved outcomes for students with an additional language or dialect	Targeted support program included SSOs supporting EALD children on regularly reviewed literacy goals as identified through students' One Plan.	Individual student One Plan goals reflect improvement in literacy.
	Inclusive Education Support Program	Deputy Principal coordinated the IESP through a targeted support program which included SSOs supporting children on regularly reviewed and targeted literacy and numeracy goals as identified through students' One Plan.	Individual student One Plan goals reflect improvement in literacy and numeracy.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	Reception teachers were released to implement the PASM test early in term 1, and again early in term 4 to better identify students needs and respond accordingly. Decodable readers were utilised across all Reception children, except those who were already able to decode. Our SWL (teacher) ran a Reading Rascals phonic intervention group each morning for 45 minutes for identified year 1 students who needed extra support. IESP funding was used to run small speech and language groups across the school and support complex behaviours.	Data was collected across the school at regular intervals and discussed in Learning Communities twice a term. All children made progress.
Program funding for all students	Australian Curriculum	Australian Curriculum funding was used to release teachers to work collaboratively in like year levels to design learning that was informed by data - the focus was on Mathematics.	Identified students were tracked and monitored by teachers.
Other discretionary funding	Aboriginal languages programs Initiatives	MiniLit and MacqLit Programs supported identified 25% of learners from Year 1-Year 5 with reading skills, four times a week for 45 minute sessions. Identified Year 1 students were targeted for an intensive phonics program	Improvement in achievement of individual One Plan goals in areas of literacy and
	Better schools funding	A small group of teachers were identified as having the capacity to lead our multiplicative thinking work across the school. They were released to collaborate and deepen our focus on multiplicative thinking.	Identified teachers collaborated to develop a resource file on our Google Drive.
	Specialist school reporting (as required)	not applicable	not applicable
	Improved outcomes for gifted students	not applicable	not applicable

